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So much attention has been directed towards the problems of secondary teaching that the college side has seemed to suffer a kind of neglect. Yet the teaching of Latin is really much more on trial in the Colleges than in the Secondary Schools, for in the former it has to make good its position with very little of what Professor Knapp has aptly called the "protective tariff". Free trade has been applied pretty generally to Greek, so that it is no longer required for entrance to most institutions. The result has been the practical disappearance of Greek from the Secondary Schools. Latin is still retained as a requirement for entrance and in many institutions must be taken in college by those who seek the A.B. degree. It is fair to suppose that if Latin were not required for entrance it would soon be in much the same position in the Secondary Schools as Greek. The same thing is true, doubtless, also of those mathematical subjects above arithmetic which are required for entrance to College.

But as conditions now are the very fact that Latin is required for entrance and is often required during the freshman year in College puts the college instructors more on trial. For they have the opportunity to hold their students by convincing them of the value of the study. If they do not hold them, they prove either their own incompetence or the weakness of the subject.

I have been led to the above remarks by an article on Latin in the College Course, contributed to the Educational Review for March by Professor Stuart, of Princeton University. Writing from the Elysian fields of Princeton Professor Stuart may not be expected to feel the gravity of the situation with regard to Classics as it appears to those who are on the firing line every hour that the sun shines, and still he says at the outset: "Classical education has been for some years, and still is, I fear, on trial".

What does he contribute to the solution of the difficulty? Very little. Doubtless no one can contribute much. As he well says, "each new lustrum of teachers must work out its own salvation". But he does put his finger upon certain points in classical teaching which must never be lost sight of. First, we must not be led astray by the demand of the present generation to make our courses interesting by showing the points of contact of Latin literature with the latter-day world. This kind of interpretation is proper in itself but it should not obscure a very important fact which Professor Stuart thinks

ought to be emphasized frequently. It must not be done, he urges, even in College, at the sacrifice of power over the language itself. In this connection he implicitly makes the point that it is not always the amount that is read so much as the way in which it is read which counts. A sense of mastery over a small amount is worth many times as much as a sense of helplessness spread over a large area. He implies that the interpretation of the small portion can be made by the large teacher a means of entrance into the secrets of civilization and life. We have had abundant testimony to this. Men frequently claim to look back to their old college instructors in the Classics with a feeling much deeper than mere affection. The explanation lies near the surface. These old teachers were by the nature of their studies men who saw life clearly and saw it whole. This is true of the broad-minded classicist in a way in which it is not true of most scientific investigators.

The second important element in Professor Stuart's essay follows out of the first. This sense of mastery, which is the greatest boon to the growing mind, is in very serious danger of being totally lost by the habit so prevalent in most college classes and winked at by so many professors, of using translations for getting out the lesson. He says:

In the preparatory schools the foe is to a considerable extent kept in check. In the comparative absence of restraint which obtains in college it is, I say it deliberately, the exceptional youth who does not make more or less use of literal translations in the preparation of lessons—and less almost invariably ends in more.

This tribute to the Secondary Schools is in general just. The reason in most cases is the smaller size of the classes and hence the more intimate relation of pupil and teacher. The instruction in the classroom is much more thorough in the High School because the teacher is interested in the success of each individual student in the examinations. In the College conditions are very different. We assume that the undergraduate is competent to manage himself and so, finding the use of translations almost universal, most teachers try to persuade themselves that translations 'properly used' are not an evil. Hear then what Professor Stuart says:

I have, therefore, no hesitation in dignifying as an aim of college teaching in Latin worthy of the serious attention of all teachers who are jealous of the good name of their subject as an effective means of training and culture, the stern restriction of

the use of translations. My own prejudices interpret restriction as abolition in the case of freshmen and sophomores—perhaps, as I have said, a fanatic's point of view. Theoretically something can be said to justify recourse to a good translation merely as a means of checking a lesson which has already been prepared with the lexicon. In practice, however, the normal results of this method constitute the strongest argument against it. Even the conscientious student finds that though the spirit is willing, the flesh is weak. Although at first he may have every intention of keeping the translation in control, he almost invariably ends by being controlled by the translation.

Professor Stuart has had great success in his own classes in reducing this evil. He explains in this article how he does it. He offers the class a choice between (1) long lessons prepared by translations in which the elements stressed are the character of the translation, the consideration of the subject-matter and the like, the final test being sight translation only; (2) lessons of reasonable length prepared with the aid of the notes and the lexicon only; sight tests to be resorted to primarily as an index of the student's increased efficiency. The class usually decides unanimously for the second method. While this method is not possible for all college instructors, it is certainly an interesting way of meeting the evil, the presence of which has done more than any other one thing to discredit classical teaching.

G. L.

THE DATIVE WITH COMPOUND VERBS IN LATIN

Tables Of Verbs Compounded With

ad, ante, com, in, inter, ob, post, prae, pro, sub, super, as found in B. G. 1-4; Cat. I-IV, Manilian Law, Archias; Lives of Nepos.

Table I—Occurrences.

Substantives occur after these compound verbs as follows:

Preposition.	1 in the dative, connected in sense with the preposition.	2 in the dative, not connected in sense with the preposition.	3 take the dative.	4 in the dative, with verbs which uncompounded in sense with the preposition.	5 after an independent preposition, repeating the prefix.	6 Substantive lacking, or occurring as a direct object connected in sense with the verbal part of the compound.	Totals
ad	36	1	23	122	75	326	583
ante	15	0	0	10	0	4	29
com	25	0	20	7	55	1178	1285
in	75	0	10	54	48	221	408

inter	4	0	1	161	8	49	223
ob	45	0	0	55	1	122	223
post	0	0	0	0	0	0	0
prae	67	8	4	24	0	73	176
pro	7	7	0	0	0	196	210
sub	13	0	0	8	2	138	161
super	1	0	0	0	1	9	11

Totals, 288 16 58 441 190 2316 3309

Table II—Verbs.

The number of verbs compounded with these prepositions, construed in various ways, is as follows:

Preposition.	7 Verbs with which a noun connected in sense with the preposition is always in the dative.	8 Verbs having a noun in the dative not connected in sense with the preposition.	9 Verbs used with a noun in the dative where the verb when uncompounded takes the dative.	10 Verbs used with a noun connected in sense with the preposition, only in constructions other than the dative.	11 Verbs used with a noun connected in sense with the preposition in the dative and other constructions.	12 Verbs used with a noun connected in sense with the preposition in the dative part of the compound.	Totals
ad	3	1	3	23	7	37	74
ante	4	0	0	2	0	6	12
com	2	0	3	14	3	96	118
in	10	0	1	30	5	26	72
inter	0	0	1	4	2	8	15
ob	13	0	0	7	1	13	34
post	0	0	0	0	0	0	0
prae	6	2	2	1	1	12	24
pro	2	2	0	0	0	36	40
sub	5	0	0	2	2	25	34
super	1	0	0	0	0	1	2
Totals,	46	5	10	83	21	260	425

The 46 verbs included under column 7 are accido, adsum, contingo, imminere, impendo, impero, invideo, oboedio, obsecundo, obsequor, obsisto, obsum, obtempero, obtingo, obtreco, obvenio, occurro, opono, prosum, submitto, succumbo, succurro; adscribo, antecello, antefero, antepono, antesto, conscisco, impertio, inhio, inicio, inlacrimo, insto, inuro, offero, ostendo, praecurro, praefero, praeficio, praepono, praesideo, praesum, propono, subduco, suppeto, supersum. Of these verbs the first 22 come under the rule of verbs meaning to please, displease, help, injure, etc., as found in Lane's Grammar, 1182.

The five verbs included under column 8 are adimo, praebeo, praecipio, prospicio, provideo.

The ten verbs included under column 9 are adfigo, adpareo, attribuo, concedo, condono, confido, inservio, interdico, praescribo, praestituo.

Of the 33 verbs under column 10 which have the construction of column 4, the following are in most frequent use: *adfacio*, *adgredior*, *adorior*, *adpellare*, *animadverto*, *antecedo*, *imploro*, *impugno*, *ineo*, *invenio*, *intellego*, *interfacio*, *intermitto*, *obeo*, *obsideo*, *oppugno*, *subeo*.

Of the 46 verbs in column 10 which have the construction of column 5, the following are in most frequent use: *adduco*, *admitto*, *adpellere*, *comparo*, ('compare'), *confero*, *confligo*, *congregior*, *conloquor*, *contendo*, *incido*, *influo*.

Under column 10 and with the constructions both of column 4 and column 5, are found *adeo*, *induco*, *ingredior*, *invado*.

The following 21 verbs are found under column 11 (the figures with each verb indicate the number of occurrences with a dative, with a direct object, and with a repeated preposition): *accedo* 1-4-18, *adfero* 17-0-6, *adscisco* 1-0-2, *committo* 12-0-3, *convenio* 3-7-0, *impono* 4-0-2, *infero* 27-0-3, *insisto* 1-1-1, *insum* 1-0-2, *intercedo* 1-0-3, *intersum* 3-0-4, *obicio* 3-0-1, *praesto* 3-23-0, *subicio* 2-0-1, *succedo* 4-0-1; *accommodo* 1-0-2, *adaequo* 1-2-2, *adiungo* 7-0-4, *adpropinquo* 5-0-1, *coniungo* 1-0-10, *indicere* 7-0-1. Of these, the last six are compounds of verbs which uncompounded take the dative.

Of the 260 verbs under column 12, the following 21 occur 20 or more times: *accipio*, *administro*, *cognosco*, *cogo*, *commoveo*, *comparo* ('prepare'), *conficio*, *confirmo*, *conicio*, *conloco*, *consequor*, *conservo*, *consisto*, *conspicio*, *contineo*, *instituo*, *obteneo*, *occido*, *opprimo*, *prohibeo*, *suscipio*. The following 29 occur between 10 and 19 times: *adiuvo*, *admiror*, *attingo*, *commemoro*, *comperio*, *compleo*, *comprehendo*, *concido*, *concito*, *concupisco*, *concurro*, *consido*, *consto*, *consuesco*, *contemno*, *contraho*, *converto*, *corrumpo*, *impetro*, *instruo*, *intueor*, *intereo*, *praedicare*, *praemitto*, *prodo*, *profugio*, *progredior*, *sustineo*, *sustuli*. The following 35 occur between 5 and 9 times: *adparo*, *adspicio*, *cohortor*, *commendo*, *complector*, *comporto*, *comprobo*, *concido*, *condo*, *confiteor*, *confugio*, *coniuro*, *confligere*, *conquiro*, *conscribo*, *consector*, *consumo*, *convoco*, *incipio*, *indicare*, *inlustro*, *insequor*, *intercludo*, *interpono*, *procedo*, *produco*, *profero*, *profiteor*, *profligo*, *proicio*, *pronuntio*, *prosequor*, *prosterno*, *sublevo*, *subsequor*.

The following 14 verbs are not included in the tables. They are apparent compounds whose simple forms are not found in Latin: *adfecto*, *adgrego*, *concilio*, *conflicto*, *congruo*, *conspicor*, *incendo*, *insidior*, *oblecto*, *opperior*, *ostento*, *prolato*, *proficiscor*, *suscenseo*. These verbs have 142 occurrences of which 9 are with a dative.

To these tables and lists should be added the following notes.

Column 4 consists largely of the direct objects of the compounds of intransitive verbs, like *adgredior*, made transitive by the prefix, but includes also

the objects of a few compounds of transitive verbs which may be said to have lost their old object and taken a new one, such as *adaequo* ('equal'), *adfacio*, *adpellare*, *intermitto*. In the case of *adfacio*, for example, originally meaning 'to do (something) to (somebody)', the 'something' has disappeared and the 'somebody' has become the direct object. In *animadverto*, the old object still survives along with the new. In this column the personal passive construction has been counted as the equivalent of the active verb with a direct object.

Under column 5 have been included a few cases where a different preposition is used, such as *adaequo cum*, *incumbo ad*. To avoid a special classification for a single instance, *supersedere proelio* (B. G. 2. 8. 1) has been counted in this column.

In the case of only a few verbs has the classification been doubtful, and in only two has the decision appreciably affected the results. These two are *interfacio* with 75 occurrences and *intellego* with 77, which are included under columns 4 and 10 instead of 6 and 12.

With regard to their statements of the rule for the dative with compounds, the Grammarians may be divided roughly into two groups. Those of the first group emphasize the logical relation which exists between the preposition and the dative. So Madvig says (243), "With these verbs . . . the more remote object to which the preposition applies is put in the dative". Lane (1188) says "Many verbs of intransitive use compounded with a preposition take a dative connected in sense with the preposition" (f. 1192). Zumpt goes still farther in saying that "this is to be regarded as a short method of speaking in which the dative supplies the place of the preposition with its case". In the Greek Grammars of Goodwin (1180) and of Hadley-Allen (775, 775 b) similar statements are made about the almost identical Greek construction.

In rather sharp distinction from these are the statements in most of our school Grammars, which emphasize the relation of the dative to the verb as a whole, and say nothing of its connection in sense with the preposition. Some add warnings in regard to the error of considering the dative dependent upon the preposition. So Bennett, in his Appendix (315), and in his Latin Language (315) says, "Least of all should the Dative be regarded as depending upon the preposition—an error often propagated in the minds of elementary pupils". Allen and Greenough say (370 a), "In these cases the dative depends not on the preposition, but on the compound verb in its acquired meaning". Now the secondary objects of the compounds of *trans*, like *traduco*, are said by Bennett (179. 1) to be "dependent upon the preposition", and by Allen and Greenough (395, Note 3) to be "governed" by the preposition. But in what essential way does the relation of *flumen* to the

preposition in *traduco* differ from that of *flumen* to the *trans* of *transeo*, or of *oppidum* to the *ob* of *obsideo*, or even of *omnibus consiliis* to the *ob* of *obsisto*? Such analogies might seem to minimize the heresy involved in regarding the dative as dependent upon the preposition.

But however objectionable this particular form of expression may be, we cannot get away from the fact that, with most of these compounds that take a dative, the dative and the preposition are connected in sense, as clearly, if not as closely, as any independent preposition with its noun. Out of the 66 verbs in Table II, which come wholly or partially under this rule (51 in columns 7 and 8, and 15 verbs in column 11), only the five verbs in column 8, with 16 occurrences, have a dative not connected in sense with the preposition. Granting that the addition of *ad*, *prae*, and *pro* to the simple verb in these five cases so changes their meaning as to permit their use with the dative, the fact is without significance; for we can find about as many verbs where the addition works just the other way. *Pareo* and *ministro* take the dative, *compareo* and *administro* almost never. So *scribo* and *cedo* often take the dative, but not *procedo*, *praecedo*, *conscribo*, or *proscribo*. And it may fairly be claimed that the addition of these prepositions so modifies the meaning of the verbs as to prevent their having or developing the meanings which the simple verbs had or developed which required a dative.

What do we accomplish, on the other hand, by emphasizing the connection between the dative and the preposition? It need hardly be pointed out that getting rid of exceptions is, like the subtraction of a minus quantity, a positive gain; and by stating that, with these compounds, the noun connected in sense with the preposition is put in the dative, we eliminate at once all those cases where there is no noun thus connected, and rid ourselves of a vast number of exceptions to the rule as usually stated. The ratio of exceptions to instances even then will be about two to one, but that is an improvement on ten to one.

Moreover, to say that the dative is dependent on the meaning of the verb as a whole, and to say that it is connected in sense with the adverbial rather than with the verbal element of the verb, are by no means contradictory statements. But to the beginner in the language the one statement is nebulous and vague, and the other concrete and much more easily assimilated. Later on, after there has come a feeling for the force of the dative, its relation to the general meaning of the verb should be emphasized, and the student should be made to feel how thoroughly consistent a case the dative is, and how its fundamental meanings of more distant relationship and direction run through all its uses, with gradations impossible to define, from the indi-

rect object only a little less closely connected with its verb than the direct object, through the dative of reference on to that outermost limit of distant relationship, the ethical dative, with here and there a spur track, that never gets very far from the main line. From this point of view, and for certain other reasons, the rule for the dative with compounds might well be dispensed with altogether, as is done by Roby and by Schmalz. For it is a real disadvantage to have too many possible classifications for one construction. The dative with *impendeo*, for example, is, of course, a dative with a compound; it is, at the same time, an indirect object or a dative of reference, according as you follow one Grammar or another, and, in addition, it is a dative with verbs of threatening. As has been shown already, about half of the verbs under column 7 come under the rule for the dative with verbs of certain meanings. Moreover, in the interest of clearness, it is highly desirable that all the constructions with all verbs compounded with prepositions should be treated together, just as all the place constructions are now treated in the Allen and Greenough Grammar. The main outline of such a treatment might run as follows:

When the preposition in a compound verb does not require a substantive to complete its meaning, its purpose is purely adverbial, and the construction with the compound is nearly always the same as that with the simple verb. When the preposition does require a complementary substantive, this substantive may be (1) in the dative, as indirect object or dative of reference, (2) in the accusative as direct object, or, very rarely, as a secondary object, (3) in its appropriate case with a preposition, repeating the prefix.

If the rule is to be given, as now, under the treatment of the dative, the most important exceptions and the two equivalent constructions should always be noted, as is now done in most Grammars. To give the rule in its usual form, by saying simply that many of these verbs take the dative, without a suggestion of the more numerous equivalent uses, as is done in Bennett's and West's Grammars and in most first Latin books, is extremely misleading, for the impression which the student is likely to carry away is that these compounds may be expected to govern a dative, and are somewhat incomplete without one, like a transitive verb without an object. Not only is any dative within gunshot of one of these compounds fully explained to the student's mind, by such proximity, but also, in composition, any noun whatever, connected with one of these verbs, is liable to be put by him in the dative. Misleading, however, seems altogether too mild a term to apply to the statement found in the second edition of West's Grammar, that "nearly all" verbs compounded with these prepositions take the dative.

A complete statement of the rule should include in the list of prepositions *ab*, *de*, *ex*, and *circum*, and many Grammars do include some or all of these, especially *de* and *circum*, while others, as those of Bennett, and Allen and Greenough, put compounds of *ab*, *de* and *ex* in a separate classification, the Dative of Separation. For a rule of convenience, these four prepositions should be omitted from the list, as well as *com*, *inter*, *post*, *pro*, and *super*, on the ground of comparative infrequency. *Pro*, in fact, is omitted by Madvig, Fischer, Donaldson, Lane, Hale, and Burton. This rule of convenience, to be used in first Latin books, and perhaps in the shorter Grammars, might run as follows: Frequently with verbs compounded with *ante*, *ob*, *prae*, and *sub*, as with verbs compounded with *ad* and *in* when motion is not clearly indicated (rarely, too, with verbs compounded with other prepositions) the noun connected in sense with the preposition is put in the dative.

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REVIEWS

A History of Classical Philology from the Seventh Century B. C. to the Twentieth Century A. D.
By Harry Thurston Peck. New York: The Macmillan Company (1911). Pp. xii + 491.
\$2.00.

Of the books in the English language that survey the whole field of classical scholarship from the earliest times to the present, there are two distinct kinds. On the one hand we have brief summaries, such as the well-known Outlines of the History of Classical Philology by Professor Gudeman, and the more recent sketches of Greek scholarship by Jebb in Whibley's Companion to Greek Studies, and of Latin scholarship by Professor Sandys in his Companion to Latin Studies. In these manuals the treatment of the subject is so abridged that it is impossible for the reader to obtain an adequate conception of the subject as a whole. On the other hand, there are the three volumes of Sandys, History of Classical Scholarship, a work encyclopaedic in scope, invaluable as a book of reference, but so circumstantial as to destroy the perspective and discourage consecutive reading. A treatise, then, which would offer in moderate compass a fairly comprehensive account of the period in question, presenting the essential facts in a lucid manner, yet keeping in view the relation of these facts to the whole, has long been a desideratum. Dr. Peck's book is intended to fill this conspicuous gap.

Believing that some knowledge of the history of classical philology is essential to students of the Classics, the author avows it as his purpose to set forth in a continuous narrative the origin and development of classical studies and "the gradual evolution which has made Classical Philology a sci-

ence". The book falls into nine broad divisions, entitled Genesis of Philological Studies in Greece, The Prae-Alexandrian Period, The Alexandrian Period, The Graeco-Roman Period, The Middle Ages, The Renaissance, The Age of Erasmus, The Period of Nationalism, and The German Influence, and a short concluding chapter on the present age, designated as The Cosmopolitan Period. The method which the author has pursued in traversing this ground is thus revealed. He has not limited himself to the biographical method alone, a distinguishing characteristic of Sandys's work, but has made use of the various methods adopted by historians of classical philology. Aiming constantly at chronological symmetry, he follows at times the annalistic method, treating the history by periods, and at times the geographic method, describing the work done by a school or a nation: or he traces the history of a subject, singling out for emphasis a representative scholar whose achievements he discusses at some length. In restricting his matter to a single volume, he has of necessity practised excision and aimed to exclude from consideration the scholars who have not contributed to the advancement of classical scholarship.

Dr. Peck interprets the term Classical Philology in the broadest possible sense as "the history of the whole intellectual development that springs from classical antiquity, and of the growth of those studies and sciences that have interpreted and thrown light upon the intellectual history of Greece and Rome".

A brief abstract of any chapter will illustrate Dr. Peck's method. Take, for instance, his account of the Graeco-Roman period (130-191). He begins by sketching the rise and development of Roman literature, and its indebtedness to Hellenic influence, reserving Ennius and Plautus for extended treatment because of their literary innovations. The subsequent course of Latin poetry is then traced genetically down through the Silver Age. To his account of Roman prose he devotes only a few paragraphs, altogether inadequate, laying stress on the romance and the novel. There follows a consideration of philological studies among the Romans, in which the importance of Marcus Terentius Varro is duly emphasized. Some attention is then paid to such subjects as the Graeco-Roman educational system, descriptive geography, literary criticism as represented by Horace and Quintilian, and the chapter closes with a brief mention of post-Augustan literature and an outline of grammatical studies through Isidore.

This chapter exhibits the good qualities as well as the shortcomings which mark Dr. Peck's presentation of his theme. It is thoroughly readable and contains some suggestive comparisons and illuminating remarks. It suffers, on the other hand, from faults of both omission and commission.

In a field so vast as the history of classical studies, embracing a period of twenty-seven centuries, there is bound to be diversity of opinion as to the subjects and scholars that should be noticed in a one-volume history. Yet there are matters which demand some notice because of their relative importance. Though our specimen chapter is entitled *The Graeco-Roman Period*, the Greeks receive scant attention. Nothing is said of Greek literary criticism, the new Sophistic, Lucian, or Christian scholarship. To some of these topics at least might have been assigned a part of the inordinate space allotted to Ennius and Plautus. Again, in the chapter on *The Middle Ages*, the complete failure to discuss the important part played by Platonism and Aristotelianism, together with the translations of Aristotle, is, to say the least, strange. Scholasticism, too, is a subject not without interest to the students of the Classics and deserves more than the meagre notice of a few lines. Realism and Nominalism are named only to be dismissed without even a definition, and the relation of men like Johannes Scotus, Abélard, John of Salisbury, Thomas Aquinas, and William of Ockham to the age in which each lived should have been clearly indicated. In the chapter on the Renaissance some notice might have been taken of the Academies of Florence, Naples, and Rome. In view of the author's own statement in the preface (page viii) that "it seemed best to mention the names of only such scholars as have helped on this evolution <i. e. of Classical Philology> by adding something to the sum of human knowledge", why should the poet Thomas Gray, scholar as he was, to name but one example, be mentioned (371), or why devote a page to Samuel Parr and relegate August Boeckh to a brief footnote? In short, there is apparent an unevenness of treatment which results too frequently in the misplacement of emphasis.

A similar unevenness in other directions is noticeable in the manner of expression characteristic of the book. In a manifest desire to avoid fullness of details and make his narrative interesting, the author at times allows the treatment of his subject to become vague and evasive. Thus, on page 251 it is said that "Five of them <i. e. the Byzantine historians> have considerable value. These are Zonaras, Nicetas, Nicephorus, Chalcondylas, and Procopius. The first four of these give a continuous history of the Byzantine empire from the beginning down to the year 1470. Procopius is noted as a collector of scandalous stories", etc., and again on page 255 one reads, "Following Suidas came Joannes Tzetzes, who was also a very voluminous writer", etc. In neither case is any attempt made to distinguish the age in which these men lived. In fact, the lack of uniformity in the use of dates tends to confuse the reader. When they are most needed, they are apt to be absent (see 281). A single date

appended to a scholar's name may stand for his *floruit* or the year of his birth (as on 185). In the chapter devoted to the life and influence of Erasmus it is inexplicable that the dates of his birth and death are omitted.

Annoying as is this lack of uniformity and concreteness, it is of minor importance compared with the errors and the loose statements in which the book abounds. There are many errors of fact which a book such as this, which lays claim to scholarship, should not possess. The statement (365) that Bentley "corresponded with such continental scholars as his illustrious contemporary, F. A. Wolf", can hardly be accepted as a truth, for Wolf was not born until seventeen years after the death of the English scholar. Hence the date 1739, assigned to Wolf in the chronological tables (393)—there is no indication of what this year represents—should be changed to at least 1759, the year of his birth (so again on 404). On page 385 we read that Charles the Bald "placed the most noted philosopher of the early Middle Ages, John the Scot (or Duns Scotus)" at the head of the school. The identification of two men separated by a period of over four hundred years is unfortunate. Indeed, chronology is not a subject in which the author seems proficient.

Apart, however, from such inaccuracies as these are numerous statements so carelessly expressed as to convey a false impression. Thus, the author says (226) that "his <Alcuin's> schools sent out teachers into the far North, so that even Ireland became an important home of learning, with schools and abbeys and monasteries of great repute". On the contrary such institutions were in existence in Ireland considerably before the times of this great educator. Again on page 175 one reads that "the most interesting of such <i. e. Itineraria> now in existence is the so-called *tabula Peutingeria*, preserved in Vienna. Its date is about 250 A. D.", etc. This *tabula* is a thirteenth century copy of a map of the third century A. D.

A similar carelessness in the matter of references to books is evident here and there, as in the omission of the author's name or of the title, where both are needed. Examples of faulty English meet the reader's eye at times, and the number of misspellings and errors of every sort transcends any ordinary measure.

The book is provided with bibliographical references at the bottom of pages and at the end of chapters, as well as with a bibliographical index and a general index. Of the two indices, the former, which lists the authors alphabetically, is an indiscriminate selection of heterogeneous works, marred by misprints and errors. For example, to Gilbert Murray is ascribed *A Handbook of Greek Archaeology*, and Haigh and Voigt appear as Haight and Voight. One misses in this list such names as

Manitius, Gröber, Rohde, Poole, Gaspary, Christ, Schanz, Ebert. H. O. Taylor (not H. C.) should have been credited with *The Classical History of the Middle Ages* as well as with *The Mediaeval Mind*. Care should have been exercised in indicating the revised editions of some works and in excluding inferior and obsolete publications. As for the General Index, it may be said that its value is diminished by reason of the many omissions.

Before Dr. Peck's book can be recommended to students of the Classics, it must be thoroughly revised.

C. N. JACKSON.

HARVARD UNIVERSITY.

Teachers of preparatory Latin who wish to exact from their pupils a large amount of written drill in paradigms may find the students' labor in writing and their own in correcting exercises considerably reduced by such a device as the Latin Verb Blanks and Latin Declension Blanks, published by Gaylord Brothers of Syracuse, N. Y. These blanks are put up in large pads from which each blank can be detached as used. A tabular form is furnished for the paradigm, with spaces also for the various stems, English derivatives, etc. A teacher burdened with over-large classes, and undisturbed by the apprehension that the youthful mind would distinguish the present subjunctive passive as 'the thing in the upper right hand corner of the page', might welcome such a labor saving invention.

GRACE H. GOODALE.

BARNARD COLLEGE.

THE CLASSICAL ASSOCIATION OF PITTSBURGH AND VICINITY

The Classical Association of Pittsburgh and Vicinity held its fifth meeting of the year at the Fort Pitt Hotel, on March 16, in conjunction with the newly-formed Association of Secondary Schools of the Upper Ohio Valley, it having been decided to have one joint meeting a year (as a result no classical section will be formed by the new organization). The Classical Association scored a triumph in having a larger number (67) present than any of the nine sections formed by the new Association. This was particularly gratifying because the address of Superintendent Heeter at the opening session on Humanizing the High School was largely unfriendly to Latin and Greek. Mr. Hench of the University School, Pittsburgh, gave a talk on A Classical Excursion in Pittsburgh, in which he mentioned points of interest to the classical student, ranging from the Court House with its Latin inscriptions to the policeman's badge. Miss Mary L. Breene, of the Pittsburgh High School, read a paper on Recent Achievements in Standardization of Secondary Latin Work, in which she called attention to the important work of Professor Lodge and Mr. Byrne,

etc., and especially to that of the Latin teachers in Pittsburgh Schools in adapting Mr. Byrne's suggestions to the text-book in use. Professor H. F. Allen, of Washington and Jefferson College, followed with a paper on Recent Notable Finds of Greek MSS., in which he summarized the discoveries made in Egypt and pointed out their value. The President then opened a discussion on Pronunciation and the Marking of Vowels in Latin. The importance of carefully distinguishing the quality of long and short vowels was pointed out, and the deficiencies of grammars and beginning books in this respect were noted. The marking of vowels seemed helpful to some extent in gaining correct pronunciation.

B. L. ULLMAN, President.

UNIVERSITY OF PITTSBURGH.

THE CLASSICAL ASSOCIATION OF PHILADELPHIA

The Classical Club of Philadelphia held its 101st regular meeting at the University Club Friday evening, March 8.

About thirty members were in attendance. The paper of the evening was presented by Professor A. L. Wheeler of Bryn Mawr College, on the topic, *The Supposed Genesis of the Roman Satura as a Literary Term*.

The speaker argued that there is no evidence for the development of this term at a late date, but that in all probability it was the technical term employed at the time of the earlier Roman writers.

R. G. KENT, President.

THE NEW YORK LATIN CLUB

With great pleasure the Officers of The New York Latin Club announce that Professor Gilbert Murray of Oxford University and Lady Murray will lunch with the Club on April 27 (the date on the luncheon tickets is wrong) at The Gregorian, 35th Street, near Herald Square, New York City, and that Professor Murray has consented to speak.

President M. Carey Thomas of Bryn Mawr, whom the club had expected to be present on that occasion, writes that she deeply regrets that important official duties will call her elsewhere. She congratulates the Club on the prospect of having Professor Murray at the meeting, as she considers him the most interesting classical lecturer she has ever heard. The Club also regrets that she cannot keep her engagement with it this time, but hopes that she may speak at some future meeting.

Those who wish tickets for this luncheon are requested to communicate with Dr. William F. Tibbetts, Erasmus Hall High School, Brooklyn, N. Y.

A CORRECTION

On page 156, column 1, line 31, read "*Vis* (§ 122) is an i-stem", etc.

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